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ABSTRACT

Three studies were conducted at San Jose City College, in San Jose, California, to measure the persistence of new college students enrolled in entry-level English courses (i.e., English 321, English 322, and English 330) in fall 1988. Specifically, the studies examined students' persistence from their initial English course through Transfer Level English (TLE) during the four academic years from fall 1988 through spring 1992. In fall 1988, 38 new students were enrolled in English 321, 94 in English 322, and 96 in English 330. Findings from tracking these students included the following: (1) in English 321, 13% of the original fall 1998 group persisted through TLE; (2) for the same group, only 1 male out of 15 persisted through TLE, while only 4 of 23 females did; (3) in English 322, 20% of the 94 new students progressed through TLE, while 69% achieved competency in the course; (4) for the same group, Whites had the highest persistence rate at 38%, while Blacks had the lowest rates at 15%; (5) of the students who entered into English 330, 21% progressed through TLE by spring 1992; (6) 33% of White females and 31% of Black males in this group persisted, while no White males and no Black females did; (7) in English 330, Whites had the highest persistence rate (33%), while Hispanics had the lowest (17%); and (8) for all of the groups, the findings showed that the college is not meeting its goals in terms of transferring more underprepared students and protected ethnic groups. (MAB)

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SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

from

English 321, 322 and 330

through

TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992

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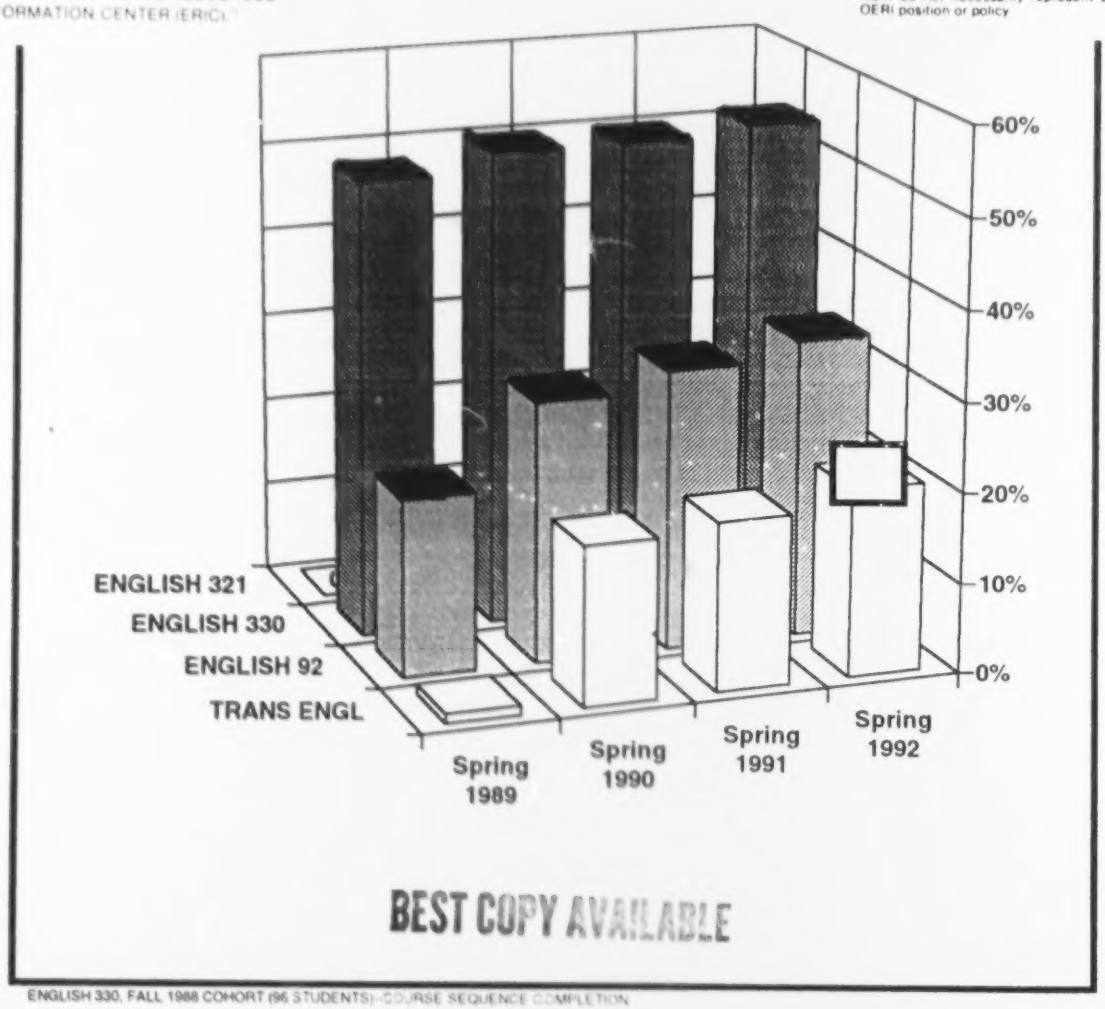

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ENGLISH 330, FALL 1988 COHORT (96 STUDENTS)--COURSE SEQUENCE COMPLETION

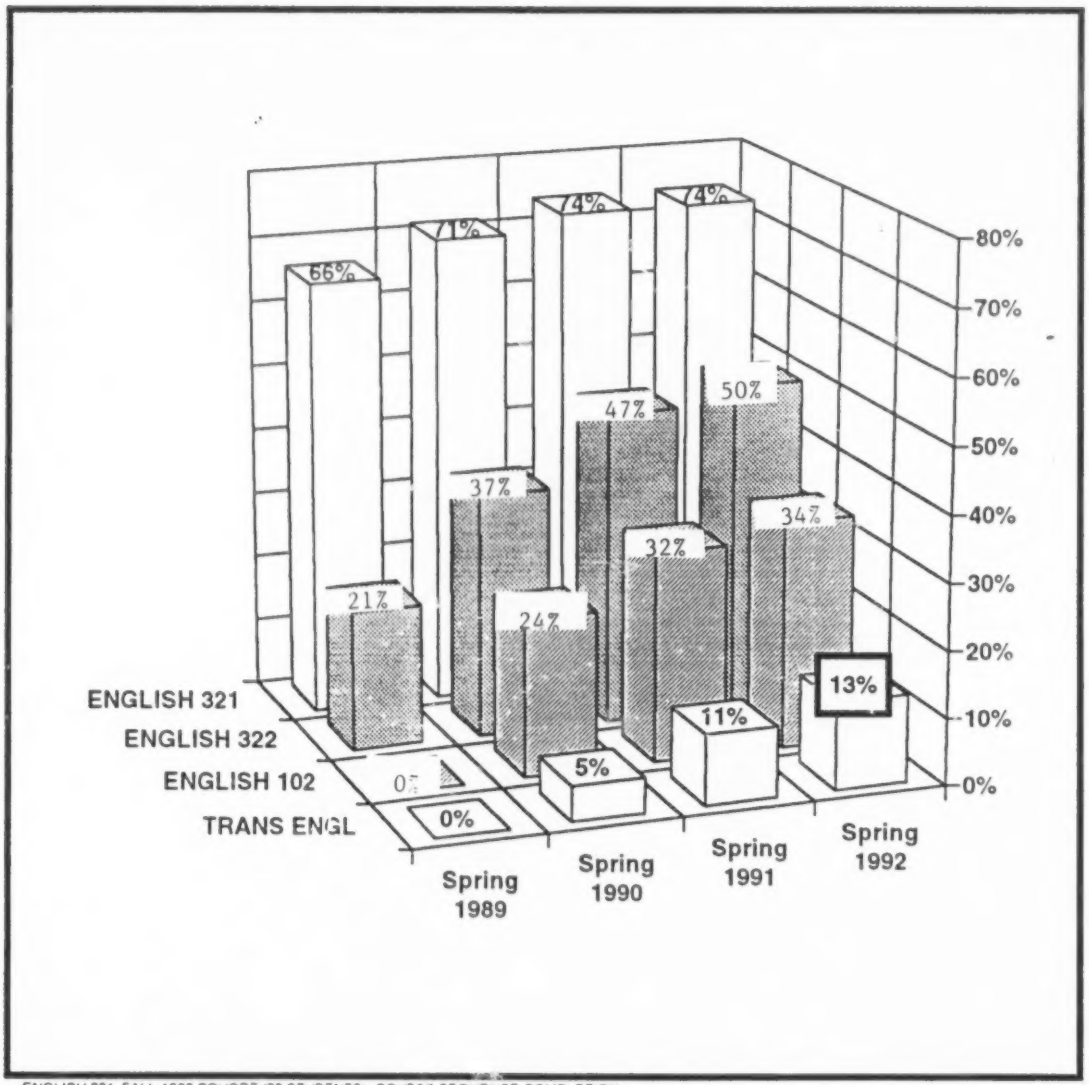
JC930063

Research Reports #259, #263, and #293

SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS
from
ENGLISH 321
through
TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992



ENGLISH 321, FALL 1988 COHORT (38 STUDENTS)--COURSE SEQUENCE COMPLETION

Research Report # 259

Background Information

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
UNK = Unknown

Benchmark Ethnic Groups

ASN = ASN + FIL + PAC
BLK = BLK
HSP = HSP
WHT = WHT
OTH = OTH + IND + MID

Note: DCL & UNK are not represented in the benchmark figures.

Other Abbreviations & Definitions

SJCC = San Jose City College
EVC = Evergreen Valley College
ENGLISH 330/335 = Writing Level 2 (Not paired with Reading Level 2); Achieved by successfully completing one of the following classes: ENGL 330, ENGL 335, or E S L 312
ENGLISH 92 = Writing Level 3 (Not Paired with Reading Level 3); Achieved by successfully completing one of the following classes: ENGL 92 or E S L 92
TRANS ENGL = Transfer Level English: ENGLISH 1A or E S L 1A
COMPETENCY = A, B, C or CR grade in course or equivalent course
PERSISTENCE (PERS) = Successfully continuing to the next level after gaining competency in the previous level

Appendices

Detailed appendices are available upon request from the office of Academic Standards

Funding

The prototype and template for this report were developed using Title III funds.

Project Author

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Data Collection

Jennifer Drino
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Prototype & Template Creation, Document Preparation

Katheen Budros, Program Assistant

DATA HIGHLIGHTS

- Five, or 13%, of the 38 new students beginning in English 321 in Fall 1988 at SJCC progressed through Transfer Level English between Fall 1988 and Spring 1992.
- 74% of these 38 students beginning in English 321 achieved competency in English 321 (Read Level 1) within four academic years, 50% reached competency in English 322 (Read Level 2), and 34% achieved competency in English 102 (Read Level 3).
- A higher achievement rate in English 321 seems to relate to a higher achievement rate in Transfer Level English; while SJCC students persisted in these classes at 74% and 13%, respectively, EVC students' rates were 41% and 7% for the same classes over the four-year period studied (see Research Report #268 and Research Report #258).
- Asians had the highest persistence rate at 25% (2 of 8 students). No Black or White students persisted through Transfer Level English.
- Only one Male out of fifteen, an Asian, persisted through Transfer Level English. Of the four females who persisted (of 23), one was Asian, two were Hispanic, and one was Other. Low numbers make meaningful comparisons between the ethnic groups difficult (the size of the ethnic groups ranged from four students to eleven). The group as a whole had an extremely low rate of persistence; only 7% of the Males persisted, and 17% of the Females.
- No Black or White students of either gender and no Hispanic Males or Other Males persisted through Transfer Level English within four years.
- 79% of the original group of 38 was non-White.
- Of the 38 students beginning in English 321, Hispanic (29%) and Asian (21%) comprised the largest ethnic groups. Black, at 11%, comprised the smallest.

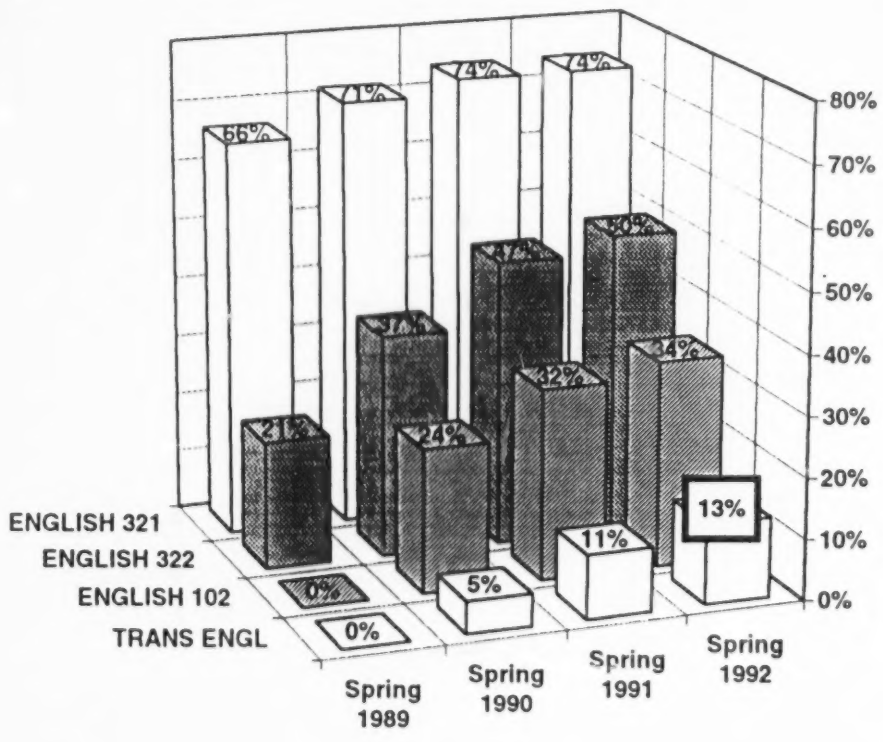
COMMENT: 79% of the English 321 students were non-White. If one of the college's goals is to transfer more underprepared students and protected ethnic groups, this goal is not being met for the large percentage of students entering at the English 321 level.

RECOMMENDATION: It is recommended that an individual educational plan be developed for students at the English 321 level using the expertise of as many relevant professionals as possible, e.g., career specialist, learning disabilities specialist, job developer, social worker, counselor, etc. Packaging this in a guidance class could be a practical approach.

Question: **What percentage of new college students who started in ENGLISH 321 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

Cumulative Persistence from ENGLISH 321 through TRANSFER LEVEL ENGLISH (1A)

		ENGLISH 321	ENGLISH 322	ENGLISH 102	TRANS ENGL	
	Spring 1989	66%	21%	0%	0%	
	Spring 1990	71%	37%	24%	5%	
	Spring 1991	74%	47%	32%	11%	
	Spring 1992	74%	50%	34%	13%	



ENGLISH 321, FALL 1988 Cohort = 38

Low numbers necessitate caution in interpreting data.

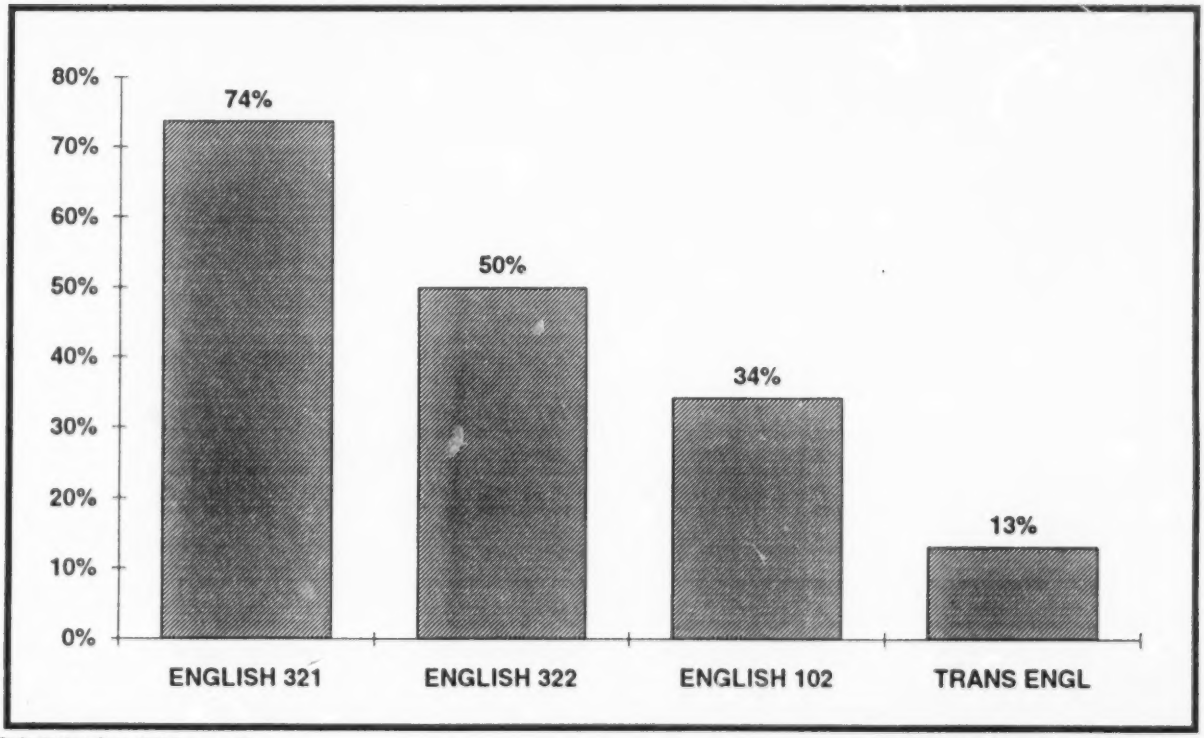
Answer: **13%** of the original FALL 1988 group persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years.

Question: **What are the cumulative ENGLISH 321 and higher level ENGLISH competency rates over four academic years of new college students who started in ENGLISH 321 at SJCC in FALL 1988?**

Cumulative Percentage by Semester

	FALL 1988	F88	S89	Su89	F89	S90	Su90	F90	S91	Su91	F91	S92
	Cohort	%	%	%	%	%	%	%	%	%	%	%
ENGLISH 321	38	61%	66%	68%	71%	71%	71%	74%	74%	74%	74%	74%
ENGLISH 322		0%	21%	24%	34%	37%	37%	45%	47%	47%	47%	50%
ENGLISH 102		0%	0%	0%	13%	24%	24%	32%	32%	32%	34%	34%
TRANS ENGL		0%	0%	0%	0%	5%	5%	11%	11%	11%	11%	13%

CUMULATIVE COMPETENCY RATES FOR ENGLISH 321 AND HIGHER ENGL AFTER FOUR ACADEMIC YEARS (Spring 1992)



ENGLISH 321, FALL 1988 Cohort = 38

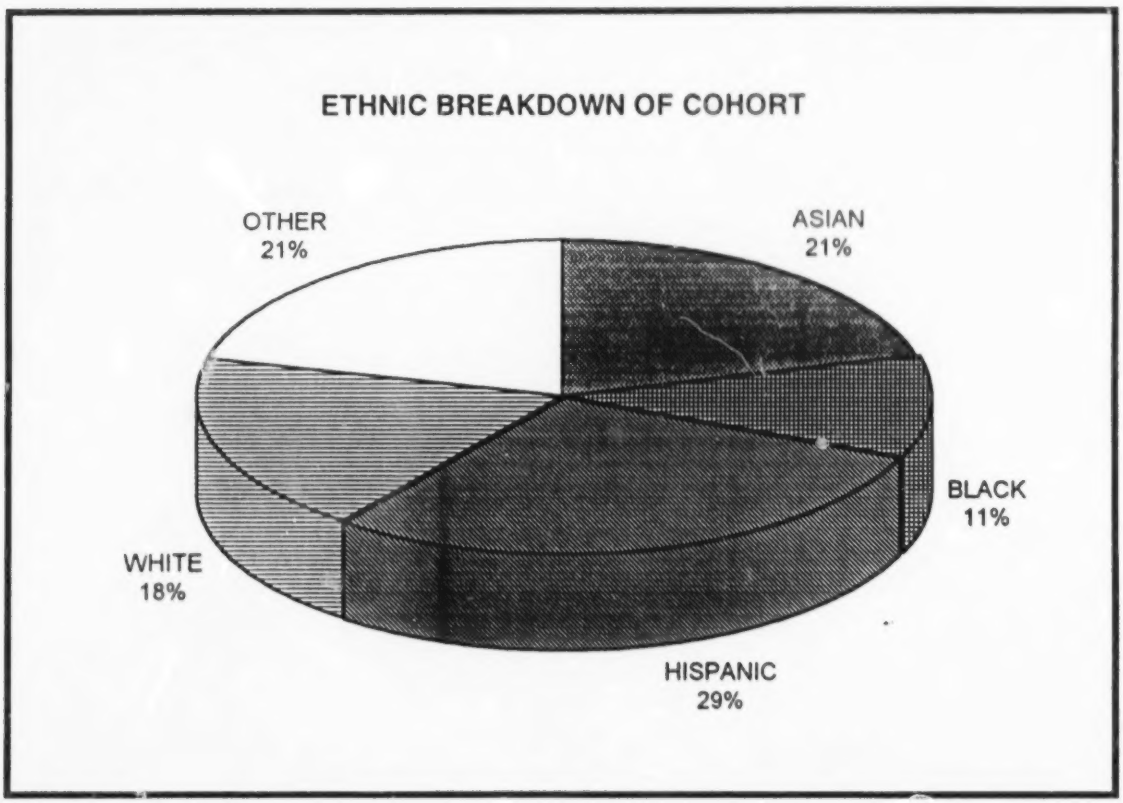
Low numbers necessitate caution in interpreting data.

Answer: After four academic years, the cumulative competency rates for new college students who began in FALL 1988 in ENGLISH 321 were as follows:

ENGLISH 321	74%
ENGLISH 322	50%
ENGLISH 102	34%
TRANSFER LEVEL ENGLISH (1A)	13%

QUESTION: **What was the benchmark ethnic breakdown of new college students who started in ENGLISH 321 at SJCC in FALL 1988?**

FALL 1988 COHORT		
GROUP	#	%
ASIAN	8	21%
BLACK	4	11%
HISPANIC	11	29%
WHITE	7	18%
OTHER	8	21%
TOTAL	38	100%



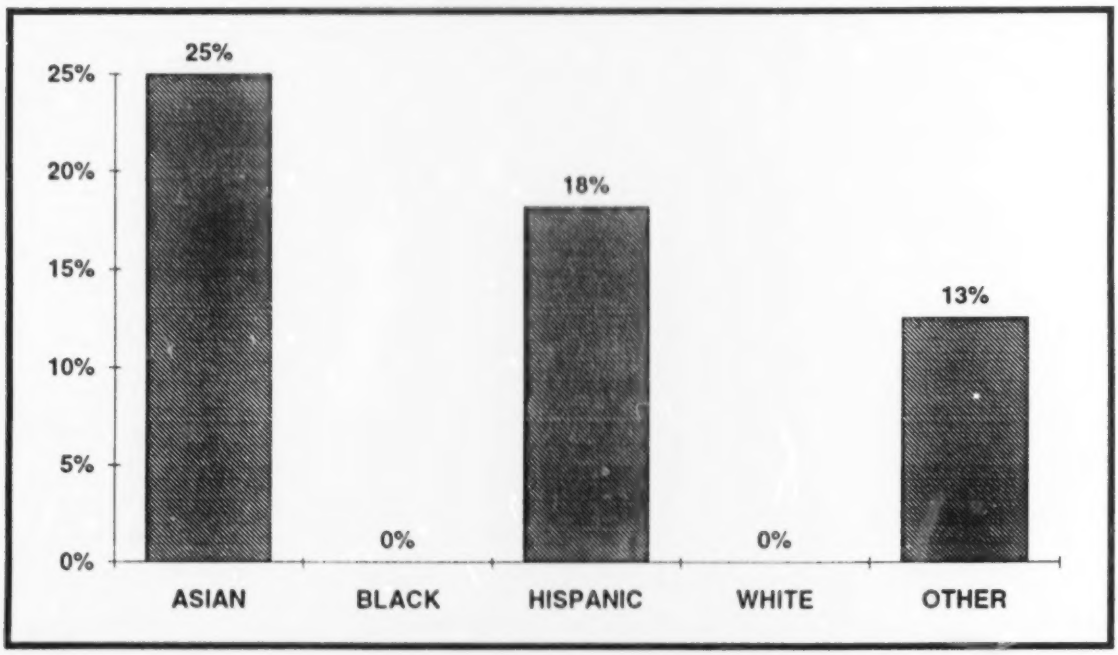
ANSWER: Proportionately largest student group(s): HISPANIC at 29%

Proportionately smallest student group(s): BLACK at 11%

Question: **What number and percentage of new college students, by ethnicity, who started in ENGLISH 321 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS THROUGH
TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers
ASIAN	8	2	25%
BLACK	4	0	0%
HISPANIC	11	2	18%
WHITE	7	0	0%
OTHER	8	1	13%
TOTAL	38	5	13%



Low numbers necessitate caution in interpreting data.

Answer:

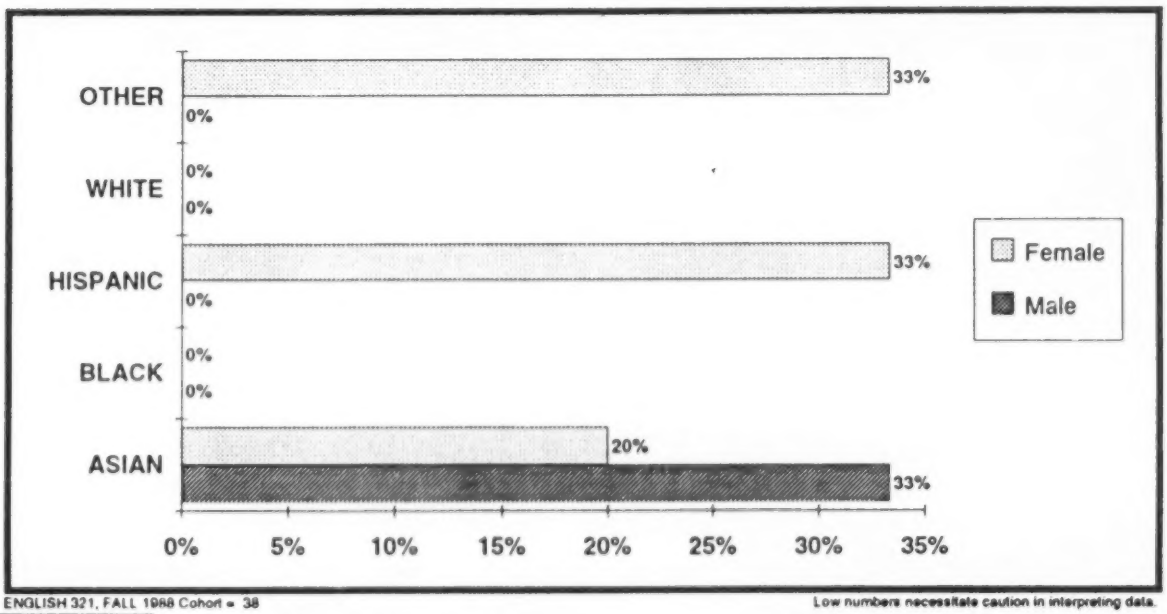
Group(s) with HIGHEST persistence rate: ASIAN at 25%

Group(s) with LOWEST persistence rate: BLACK at 0%
WHITE at 0%

Question: **What number and percentage of new college students, by ethnicity and gender, who started in ENGLISH 321 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS FROM ENGLISH 321 THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY AND GENDER
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers	Fall 1988 Cohort	S92 # Pers	S92 % Pers
	Male	Male	Male	Female	Female	Female
ASIAN	3	1	33%	5	1	20%
BLACK	1	0	0%	3	0	0%
HISPANIC	5	0	0%	6	2	33%
WHITE	1	0	0%	6	0	0%
OTHER	5	0	0%	3	1	33%
TOTAL	15	1	7%	23	4	17%



ENGLISH 321, FALL 1988 Cohort = 38

Low numbers necessitate caution in interpreting data.

Answer:

HIGHEST RANKING GROUPS:

MALE

ASIAN at 33%

FEMALE

HISPANIC at 33%
OTHER at 33%

LOWEST RANKING GROUPS:

MALE

BLACK at 0%
HISPANIC at 0%
WHITE at 0%
OTHER at 0%

FEMALE

BLACK at 0%
WHITE at 0%

San Jose/Evergreen Community College District Longitudinal Tracking System

SAN JOSE CITY COLLEGE

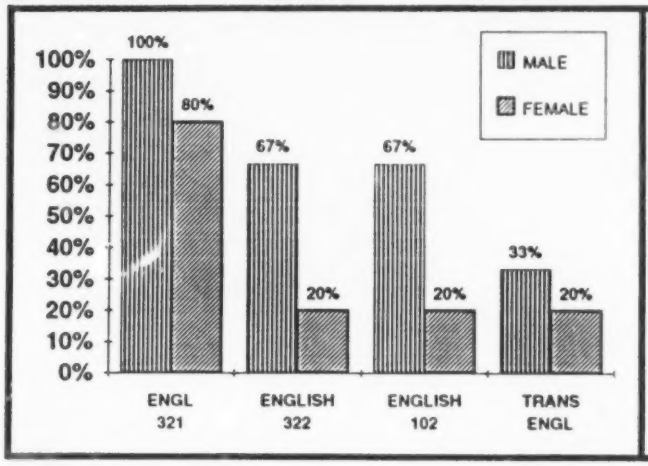
PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 321 FALL 1988

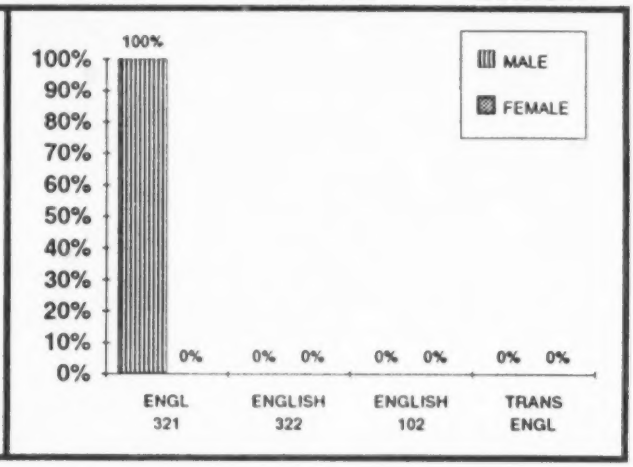
CUMULATIVE 4TH SEMESTER DATA (Spring 1992)

BY BENCHMARK ETHNICTY AND GENDER

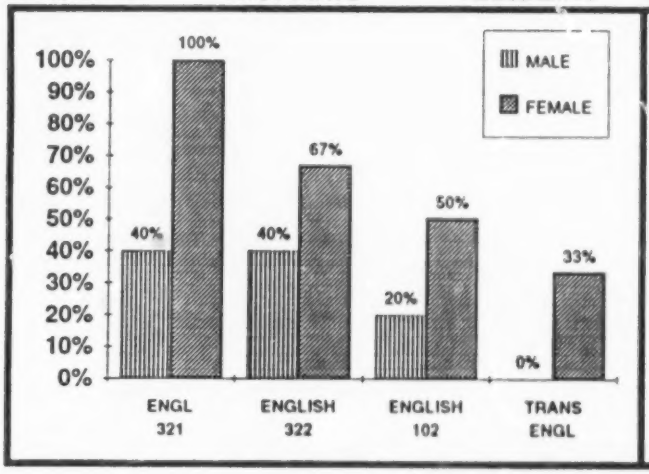
F88 F COHORT = 5 **ASIAN** F88 M COHORT = 3



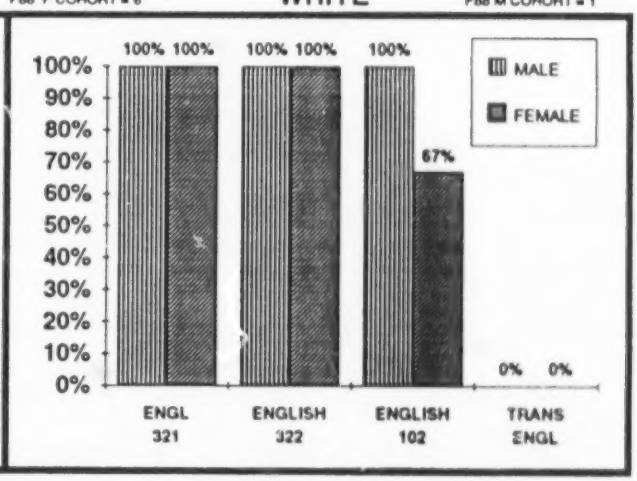
F88 F COHORT = 3 **BLACK** F88 M COHORT = 1



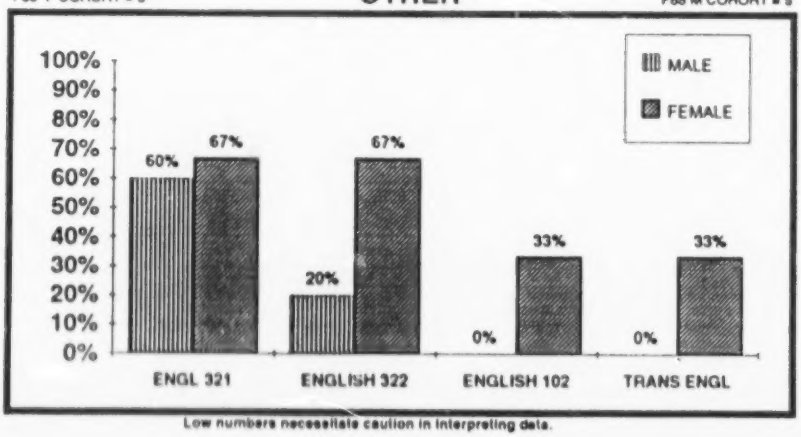
F88 F COHORT = 6 **HISPANIC** F88 M COHORT = 5



F88 F COHORT = 6 **WHITE** F88 M COHORT = 1



F88 F COHORT = 3 **OTHER** F88 M COHORT = 5



Low numbers necessitate caution in interpreting data.

SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 321 FALL 1988

from
ENGLISH 321
through
TRANSFER LEVEL ENGLISH (1A)

SORTED FROM HIGH TO LOW

CUMULATIVE NUMBER AND PERCENT*, 4TH SEMESTER DATA

BY ETHNICITY AND GENDER

ENGLISH 321, FALL 1988 Cohort = 38

Low numbers necessitate caution in interpreting data

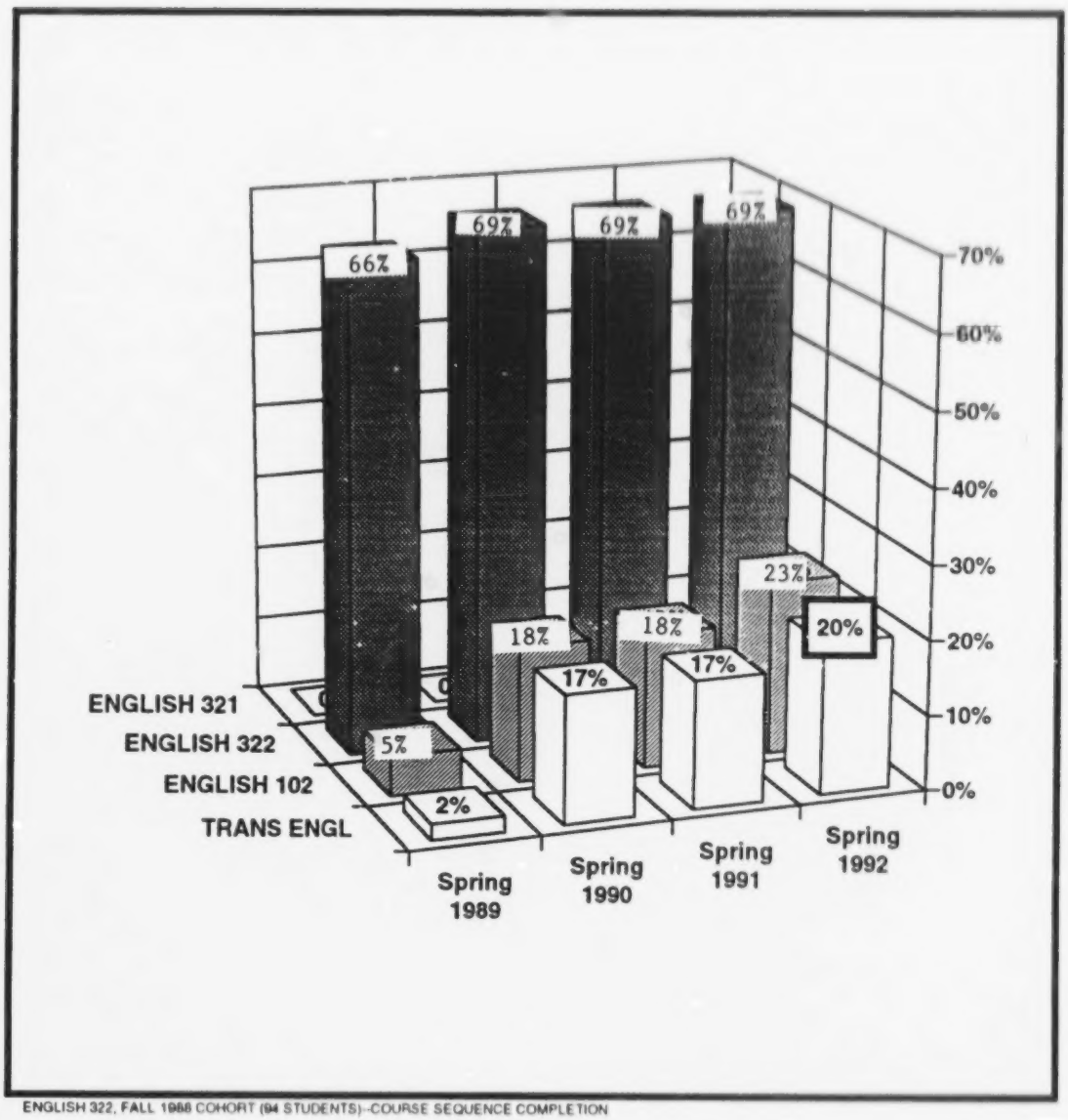
FALL 1988 - SPRING 1992					SORTED HIGH TO LOW			
ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %		ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %
IND M	0	0	0%		ASN M	2	1	50%
IND F	1	0	0%		ASN F	2	1	50%
FIL M	1	0	0%		OTH F	2	1	50%
FIL F	3	0	0%		HSP F	6	2	33%
BLK M	1	0	0%		WHT F	6	0	0%
BLK F	3	0	0%		HSP M	5	0	0%
MID M	0	0	0%		OTH M	5	0	0%
MID F	0	0	0%		FIL F	3	0	0%
PAC M	0	0	0%		BLK F	3	0	0%
PAC F	0	0	0%		UNK M	2	0	0%
ASN M	2	1	50%		UNK F	2	0	0%
ASN F	2	1	50%		IND F	1	0	0%
HSP M	5	0	0%		FIL M	1	0	0%
HSP F	6	2	33%		BLK M	1	0	0%
WHT M	1	0	0%		WHT M	1	0	0%
WHT F	6	0	0%		IND M	0	0	0%
OTH M	5	0	0%		MID M	0	0	0%
OTH F	2	1	50%		MID F	0	0	0%
DCL M	0	0	0%		PAC M	0	0	0%
DCL F	0	0	0%		PAC F	0	0	0%
UNK M	2	0	0%		DCL M	0	0	0%
UNK F	2	0	0%		DCL F	0	0	0%

*Percentages in this table differ from other tables in this report because this table includes Unknown and Decline to State categories.

SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS
from
ENGLISH 322
through
TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992



ENGLISH 322, FALL 1988 COHORT (94 STUDENTS)--COURSE SEQUENCE COMPLETION

Research Report #263

Background Information

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
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Benchmark Ethnic Groups

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TRANS ENGL = Transfer Level English: ENGLISH 1A or E S L 1A
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Project Author

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Data Collection

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Tony Ma

Prototype & Template Creation, Document Preparation

Katheen Budros, Program Assistant

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DATA HIGHLIGHTS

- Nineteen students, or 20%, of the 94 new students beginning in English 322 in Fall 1988 at SJCC progressed through Transfer Level English between Fall 1988 and Spring 1992.

- 69% of these 94 students beginning in English 322 achieved competency in English 322 (Read Level 2) within four academic years, and 23% achieved competency in English 102 (Read Level 3). Those who achieved English 322 competency did so within the first two years.

- Whites had the highest persistence rates to Transfer Level English at 38%. Blacks and Others had the lowest rates at 15% and 16% respectively.

- All 10 (100%) Black Females who started English 322 achieved competency in English 322, as did 86% of White Females, 70% of Other Females, 60% of Asian Females and 59% of Hispanic Females. 89% Other Males, 76% Black Males, and 64% Hispanic Males achieved competency in English 322.

- Rates of competency in English 102 were dramatically lower than English 322 competency rates. Only 18% of all Males and 28% of all Females persisted through English 102.

- Hispanic Females (27%) and White Females (43%) achieved Transfer level English persistence rates far greater than the 0% rates of their Male counterparts. Asian Males (33%), Black Males (22%) and Other Males (22%) all had rates over 10 percentage points above their Female counterparts (20%, 10%, and 10%, respectively). No Hispanic Males or White Males who started in English 322 completed Transfer Level English within four academic years.

- 91% of the original group of 94 was non-White.

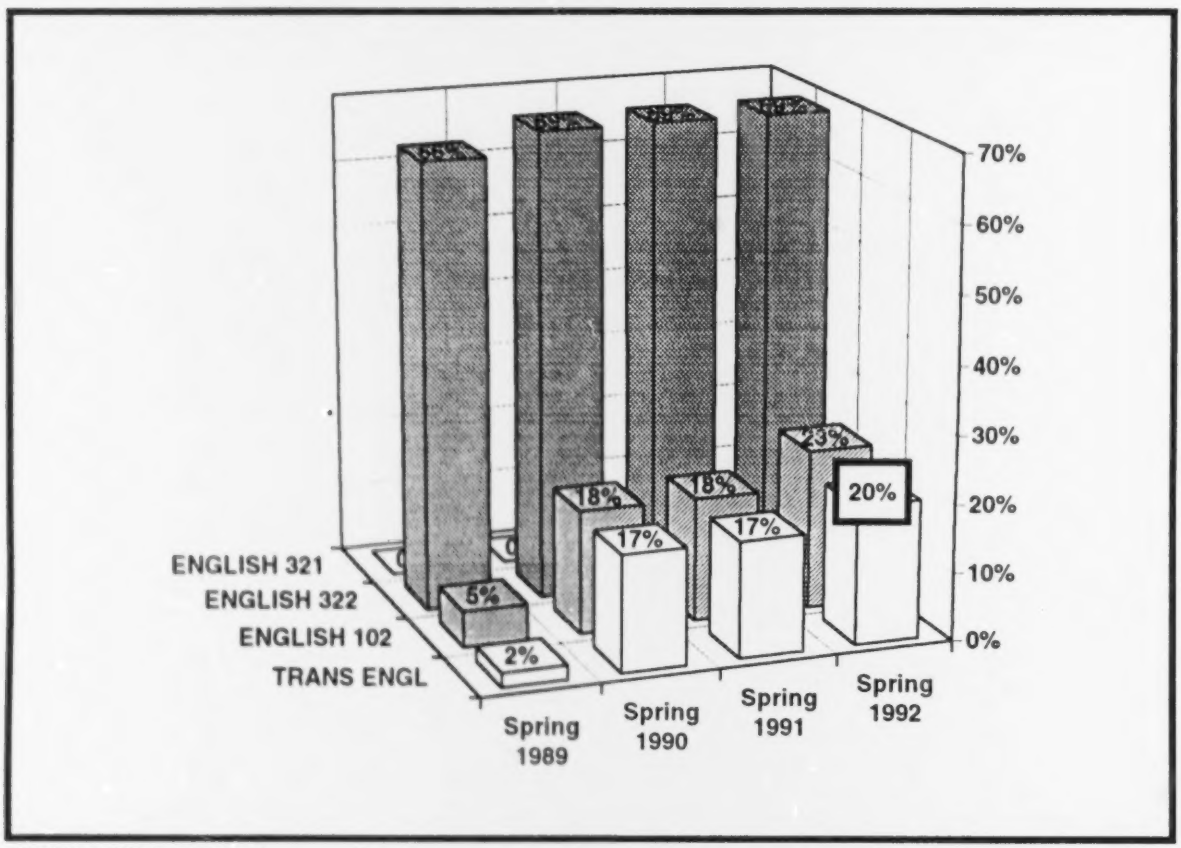
- Of the 94 students beginning in English 322, Hispanic (35%) and Black (21%) comprised the largest ethnic groups. White, at 9%, comprised the smallest.

COMMENT: 91% of the English 322 students were non-White. If one of the college's goals is to transfer more underprepared students and protected ethnic groups, this goal is not being met for the large percentage of students entering at the English 322 level.

Question: **What percentage of new college students who started in ENGLISH 322 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

Cumulative Persistence from ENGLISH 322 through TRANSFER LEVEL ENGLISH (1A)

		ENGLISH 321	ENGLISH 322	ENGLISH 102	TRANS ENGL	
	Spring 1989	0%	66%	5%	2%	
	Spring 1990	0%	69%	18%	17%	
	Spring 1991	0%	69%	18%	17%	
	Spring 1992	0%	69%	23%	**20%**	



ENGLISH 322, FALL 1988 Cohort = 94

Low numbers neccessitate caution in interpreting data.

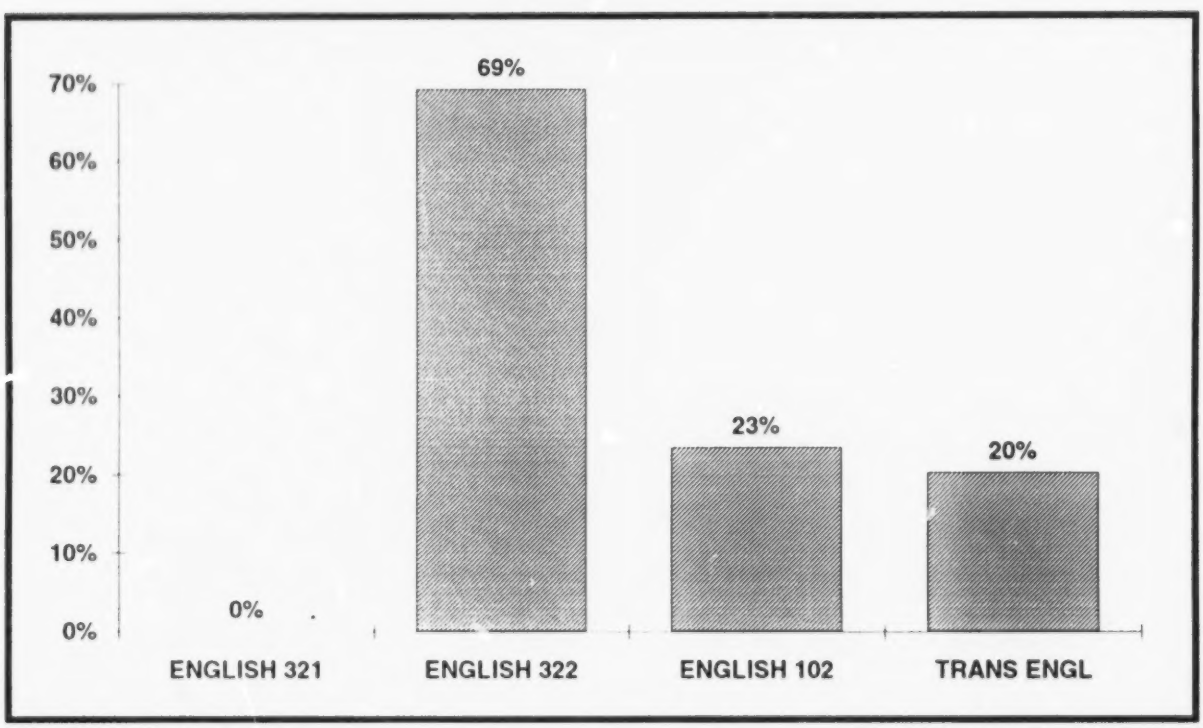
Answer: **20%** of the original FALL 1988 group persisted through English 1A within four academic years.

Question: **What are the cumulative ENGLISH 322 and higher level ENGLISH competency rates over four academic years of new college students who started in ENGLISH 322 at SJCC in FALL 1988?**

Cumulative Percentage by Semester

	FALL 1988	F88	S89	Su89	F89	S90	Su90	F90	S91	Su91	F91	S92
	Cohort	%	%	%	%	%	%	%	%	%	%	%
ENGLISH 321		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ENGLISH 322	94	61%	66%	66%	68%	69%	69%	69%	69%	69%	69%	69%
ENGLISH 102		1%	5%	6%	16%	18%	18%	18%	18%	19%	22%	23%
TRANS ENGL		0%	2%	4%	15%	17%	17%	17%	17%	18%	19%	20%

CUMULATIVE COMPETENCY RATES FOR ENGLISH 322 AND HIGHER ENGL AFTER FOUR ACADEMIC YEARS (Spring 1992)



ENGLISH 322, FALL 1988 Cohort = 94

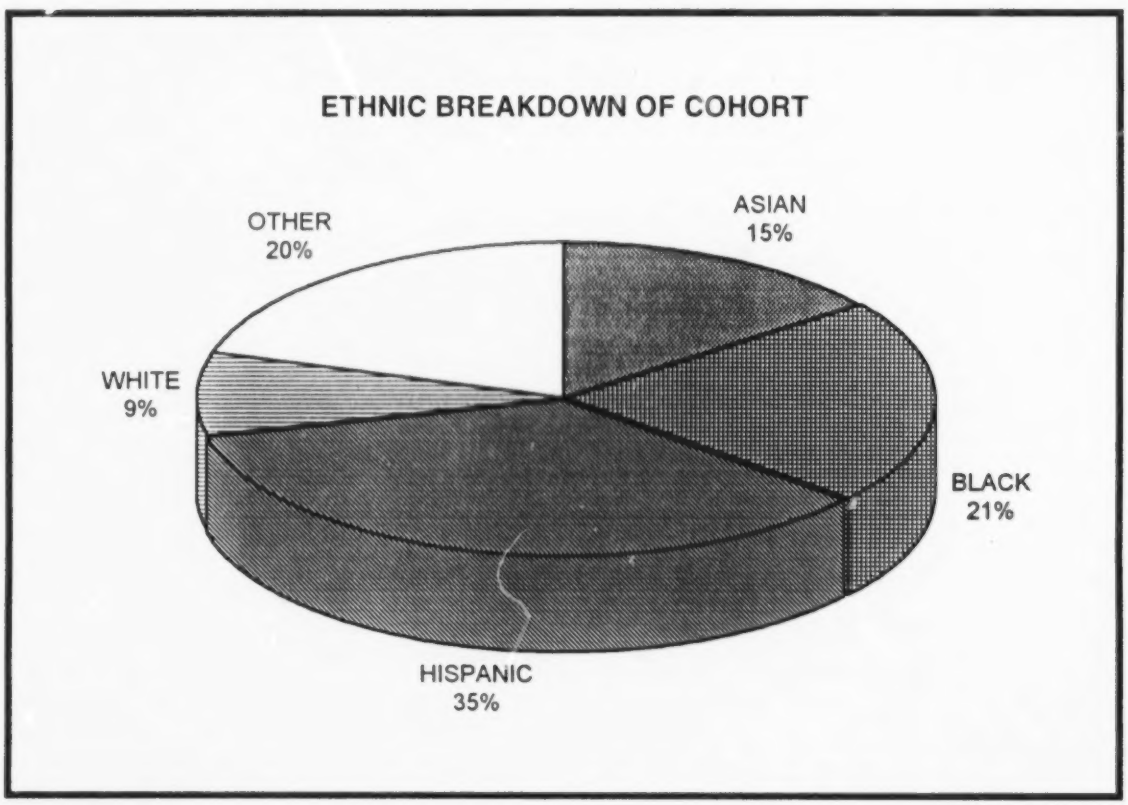
Low numbers neccessitate caution in interpreting data.

Answer: After four academic years, the cumulative competency rates for new college students who began in FALL 1988 in ENGLISH 322 were as follows:

ENGLISH 321	0%
ENGLISH 322	69%
ENGLISH 102	23%
TRANSFER LEVEL ENGLISH (1A)	20%

QUESTION: **What was the benchmark ethnic breakdown of new college students who started in ENGLISH 322 at SJCC in FALL 1988?**

FALL 1988 COHORT		
GROUP	#	%
ASIAN	14	15%
BLACK	20	21%
HISPANIC	33	35%
WHITE	8	9%
OTHER	19	20%
TOTAL	94	100%



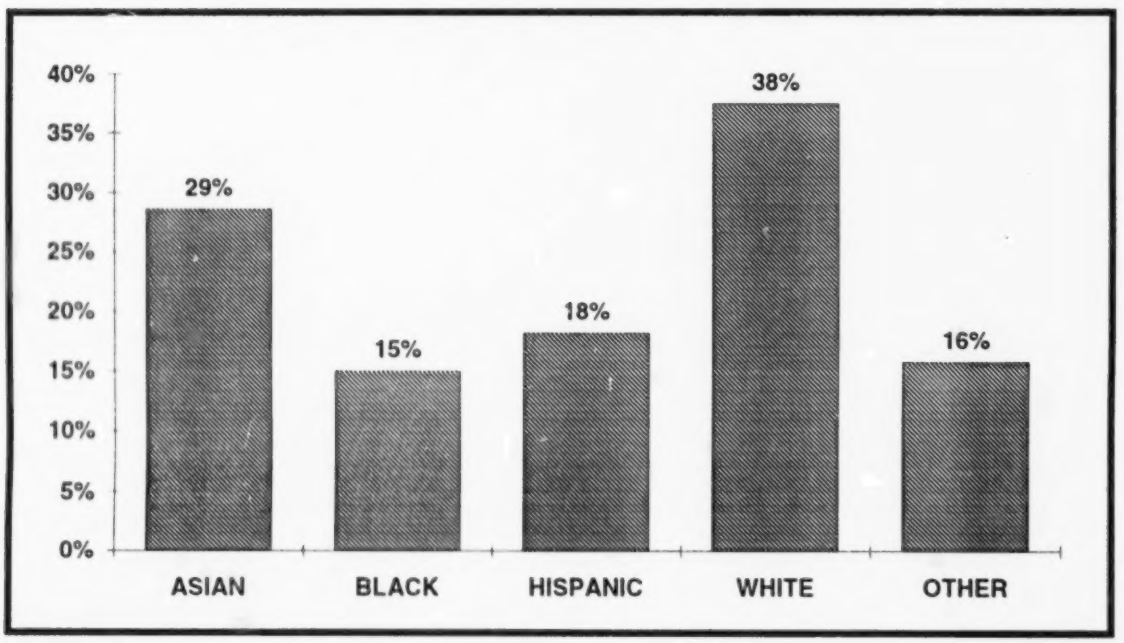
ANSWER: Proportionately largest student group(s): HISPANIC at 35%

Proportionately smallest student group(s): WHITE at 9%

QUESTION: **What number and percentage of new college students, by ethnicity, who started in ENGLISH 322 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers
ASIAN	14	4	29%
BLACK	20	3	15%
HISPANIC	33	6	18%
WHITE	8	3	38%
OTHER	19	3	16%
TOTAL	94	19	20%



Low numbers neccessitate caution in interpreting data.

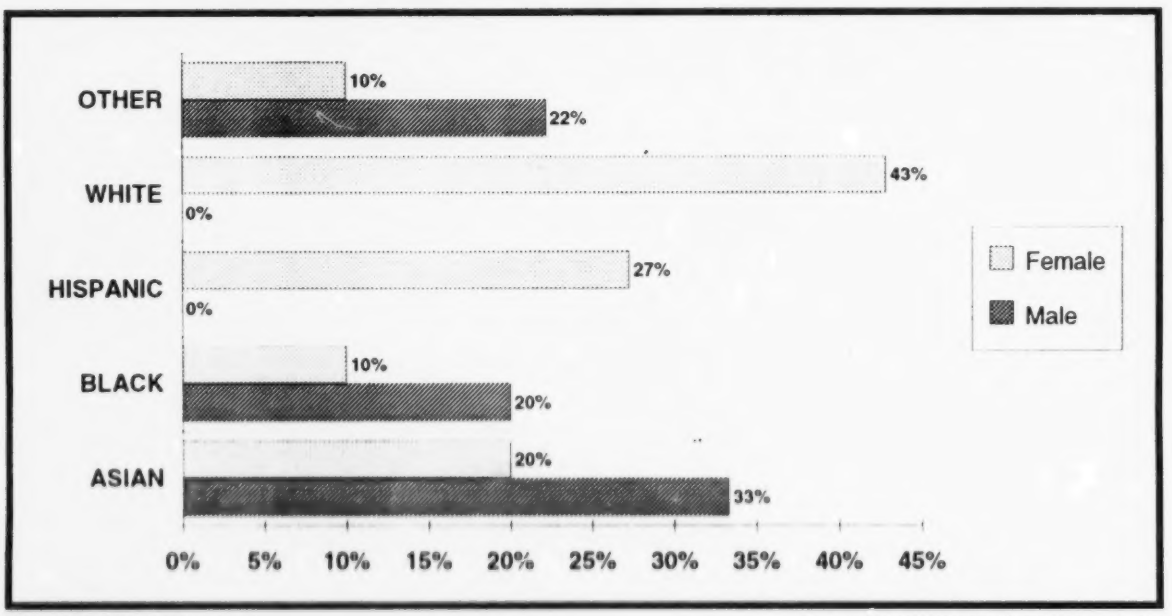
ANSWER: Group(s) with HIGHEST persistence rate: WHITE at 38%

Group(s) with LOWEST persistence rate: BLACK at 15%

Question: **What number and percentage of new college students, by ethnicity and gender, who started in ENGLISH 322 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS FROM ENGLISH 322 THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY AND GENDER
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers	Fall 1988 Cohort	S92 # Pers	S92 % Pers
	Male	Male	Male	Female	Female	Female
ASIAN	9	3	33%	5	1	20%
BLACK	10	2	20%	10	1	10%
HISPANIC	11	0	0%	22	6	27%
WHITE	1	0	0%	7	3	43%
OTHER	9	2	22%	10	1	10%
TOTAL	40	7	18%	54	12	22%



ENGLISH 322, FALL 1988 Cohort = 94

Low numbers necessitate caution in interpreting data.

Answer:

HIGHEST RANKING GROUPS:

MALE

ASIAN at 33%

FEMALE

WHITE at 43%

LOWEST RANKING GROUPS:

MALE

HISPANIC at 0%
WHITE at 0%

FEMALE

BLACK at 10%
OTHER at 10%

San Jose/Evergreen Community College District Longitudinal Tracking System

SAN JOSE CITY COLLEGE

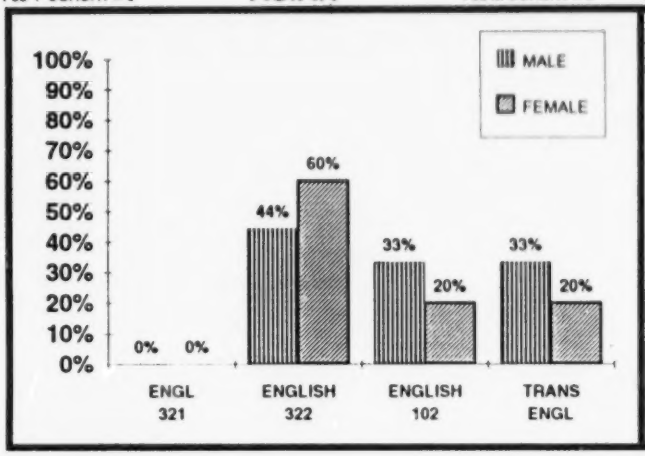
PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 322 FALL 1988

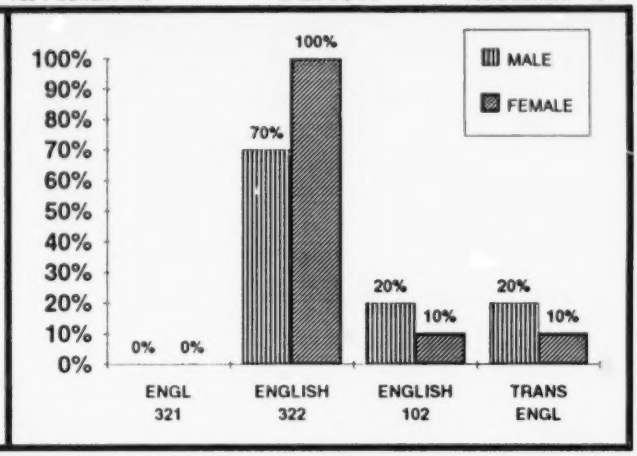
CUMULATIVE 4TH SEMESTER DATA (Spring 1992)

BY BENCHMARK ETHNICTY AND GENDER

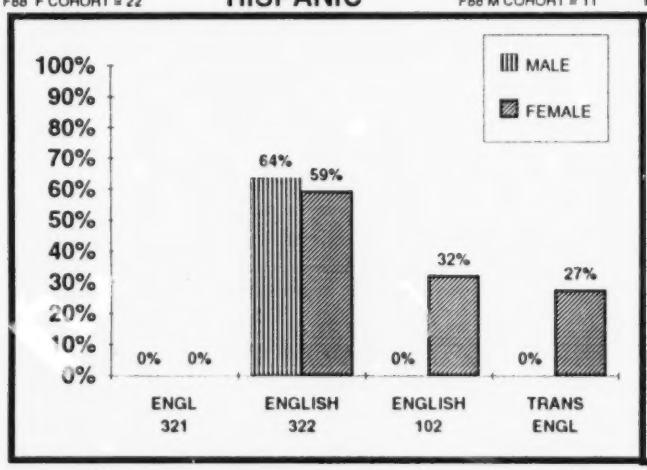
F88 F COHORT = 5 **ASIAN** F88 M COHORT = 9



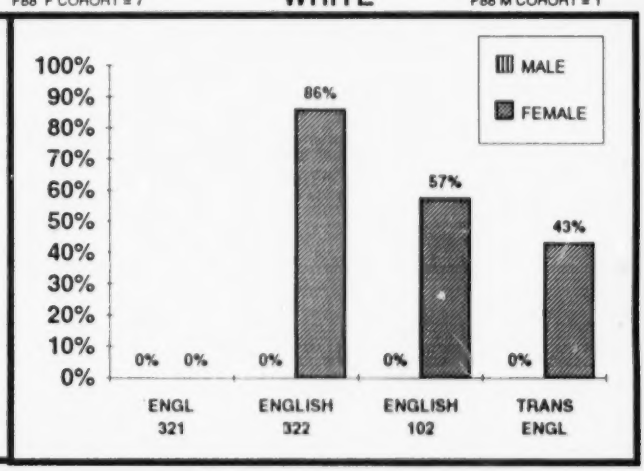
F88 F COHORT = 10 **BLACK** F88 M COHORT = 10



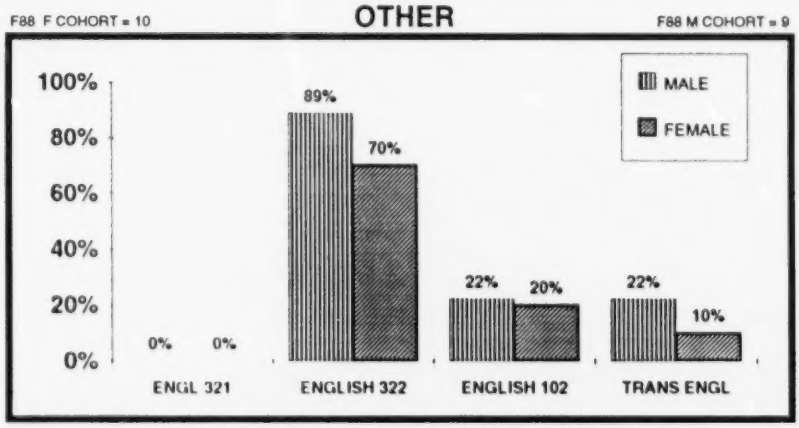
F88 F COHORT = 22 **HISPANIC** F88 M COHORT = 11



F88 F COHORT = 7 **WHITE** F88 M COHORT = 1



F88 F COHORT = 10 **OTHER** F88 M COHORT = 9



Low numbers neccessitate caution in interpreting data.

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SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 322 FALL 1988

from
ENGLISH 322
through
TRANSFER LEVEL ENGLISH (1A)

SORTED FROM HIGH TO LOW

CUMULATIVE NUMBER AND PERCENT*, 4TH SEMESTER DATA

BY ETHNICITY AND GENDER

ENGLISH 322, FALL 1988 Cohort = 94

Low numbers neccessitate caution in interpreting data.

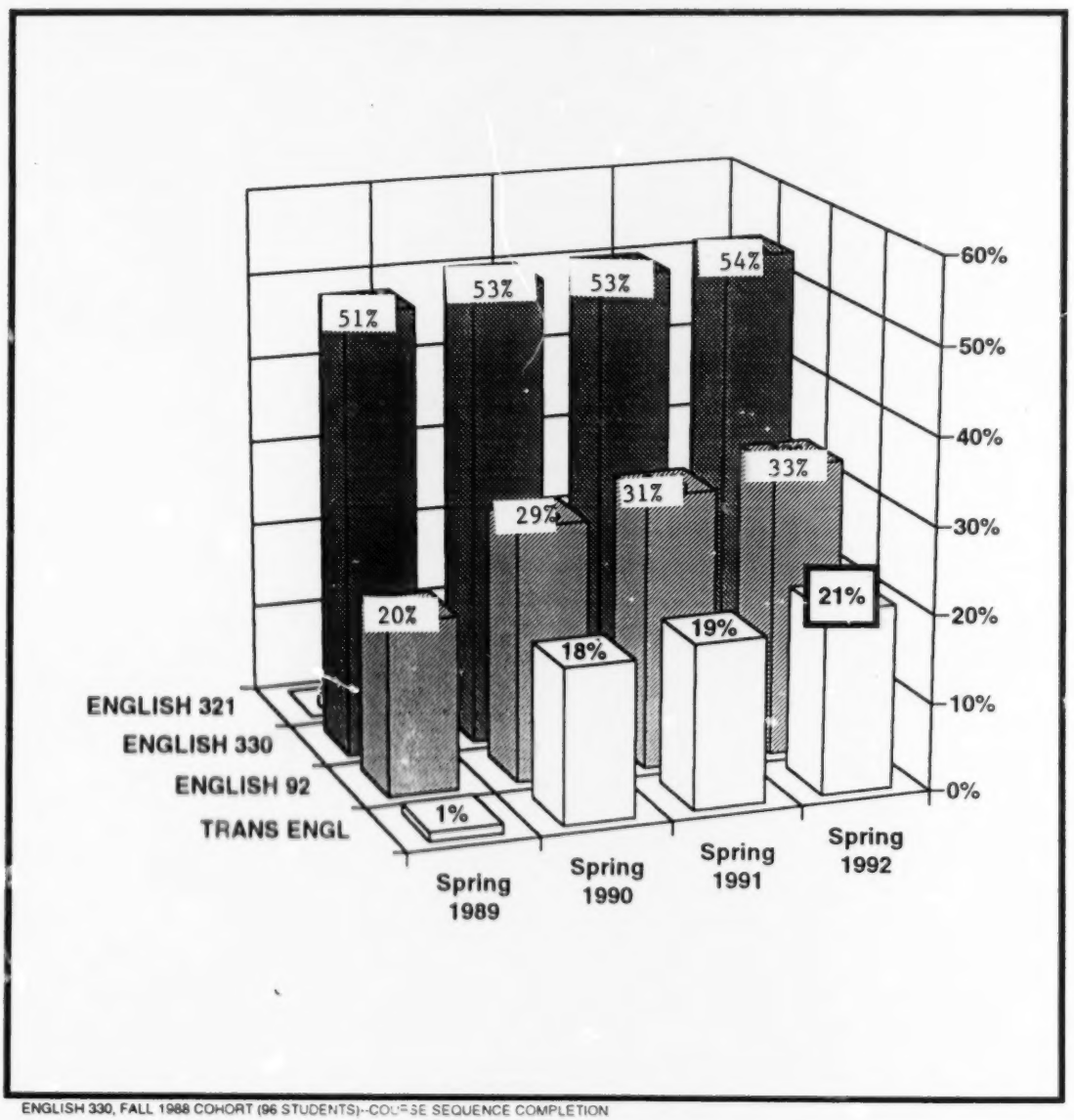
FALL 1988 - SPRING 1992					SORTED HIGH TO LOW			
ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %		ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %
IND M	1	0	0%		ASN M	3	2	67%
IND F	2	0	0%		ASN F	2	1	50%
FIL M	3	0	0%		WHT F	7	3	43%
FIL F	1	0	0%		PAC M	3	1	33%
BLK M	10	2	20%		HSP F	22	6	27%
BLK F	10	1	10%		OTH M	8	2	25%
MID M	0	0	0%		BLK M	10	2	20%
MID F	0	0	0%		UNK M	7	1	14%
PAC M	3	1	33%		OTH F	8	1	13%
PAC F	2	0	0%		BLK F	10	1	10%
ASN M	3	2	67%		HSP M	11	0	0%
ASN F	2	1	50%		FIL M	3	0	0%
HSP M	11	0	0%		IND F	2	0	0%
HSP F	22	6	27%		PAC F	2	0	0%
WHT M	1	0	0%		UNK F	2	0	0%
WHT F	7	3	43%		IND M	1	0	0%
OTH M	8	2	25%		FIL F	1	0	0%
OTH F	8	1	13%		WHT M	1	0	0%
DCL M	0	0	0%		MID M	0	0	0%
DCL F	0	0	0%		MID F	0	0	0%
UNK M	7	1	14%		DCL M	0	0	0%
UNK F	2	0	0%		DCL F	0	0	0%

*Percentages in this table differ from other tables in this report because this table includes Unknown and Decline to State categories.

SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS
from
ENGLISH 330
through
TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992



ENGLISH 330, FALL 1988 COHORT (96 STUDENTS)--COURSE SEQUENCE COMPLETION

Background Information

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
UNK = Unknown

Benchmark Ethnic Groups

ASN = ASN + FIL + PAC
BLK = BLK
HSP = HSP
WHT = WHT
OTH = OTH + IND + MID

Note: DCL & UNK are not represented in the benchmark figures.

Other Abbreviations & Definitions

SJCC = San Jose City College
EVC = Evergreen Valley College
ENGLISH 330/335 = Writing Level 2 (Not paired with Reading Level 2); Achieved by successfully completing one of the following classes: ENGL 330, ENGL 335, or E S L 312
ENGLISH 92 = Writing Level 3 (Not Paired with Reading Level 3); Achieved by successfully completing one of the following classes: ENGL 92 or E S L 92
TRANS ENGL = Transfer Level English: ENGLISH 1A or E S L 1A
COMPETENCY = A, B, C or CR grade in course or equivalent course
PERSISTENCE (PERS) = Successfully continuing to the next level after gaining competency in the previous level

Appendices

Detailed appendices are available upon request from the office of Academic Standards

Funding

The prototype and template for this report were developed using Title III funds.

Project Author

Dr. Jon Kangas

Data Collection

Jennifer Drino
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Prototype & Template Creation, Document Preparation

Katheen Budros, Program Assistant

DATA HIGHLIGHTS

- **Twenty students, or 21%, of the 96 new students beginning in English 330 in Fall 1988 at SJCC progressed through Transfer Level English between Fall 1988 and Spring 1992.**

- **54% of these 96 students beginning in English 330 achieved competency in English 330 (Write Level 2) within four academic years, and 33% achieved competency in English 92 (Write Level 3).**

- **Whites had the highest persistence rate through Transfer Level English at 33% (3 of 9 students). Hispanics had the lowest rate at 17% (6 of 36 students).**

- **There were an equal number of Males and Females (48 each) in the original cohort. 23% of the Males reached Transfer Level English, and 19% of the Females persisted.**

- **33% of White Females and 31 % of Black Males had the highest persistence rates by ethnicity and gender. No White Males and No Black Females persisted.**

- **91% of the original group of 96 was non-White.**

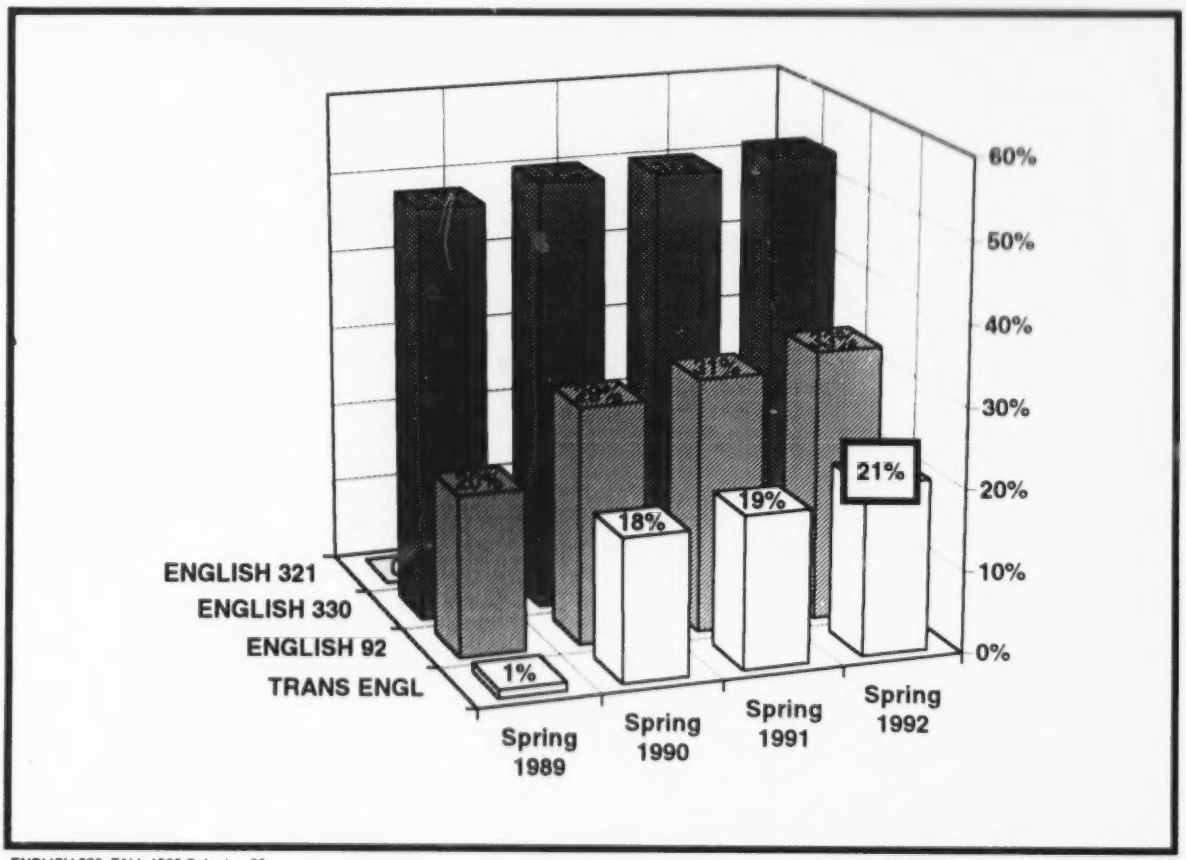
- **Of the 96 students beginning in English 330, Hispanic (38%) comprised the largest ethnic group. White, at 9%, comprised the smallest.**

COMMENT: 91% of the English 330 students were non-White. If one of the college's goals is to transfer more underprepared students and protected ethnic groups, this goal is not being met for the large percentage of students entering at the English 330 level.

Question: **What percentage of new college students who started in ENGLISH 330 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

Cumulative Persistence from ENGLISH 330 through TRANSFER LEVEL ENGLISH (1A)

		ENGLISH 321	ENGLISH 330	ENGLISH 92	TRANS ENGL	
	Spring 1989	0%	51%	20%	1%	
	Spring 1990	0%	53%	29%	18%	
	Spring 1991	0%	53%	31%	19%	
	Spring 1992	0%	54%	33%	21%	



ENGLISH 330, FALL 1988 Cohort = 96

Low numbers necessitate caution in interpreting data.

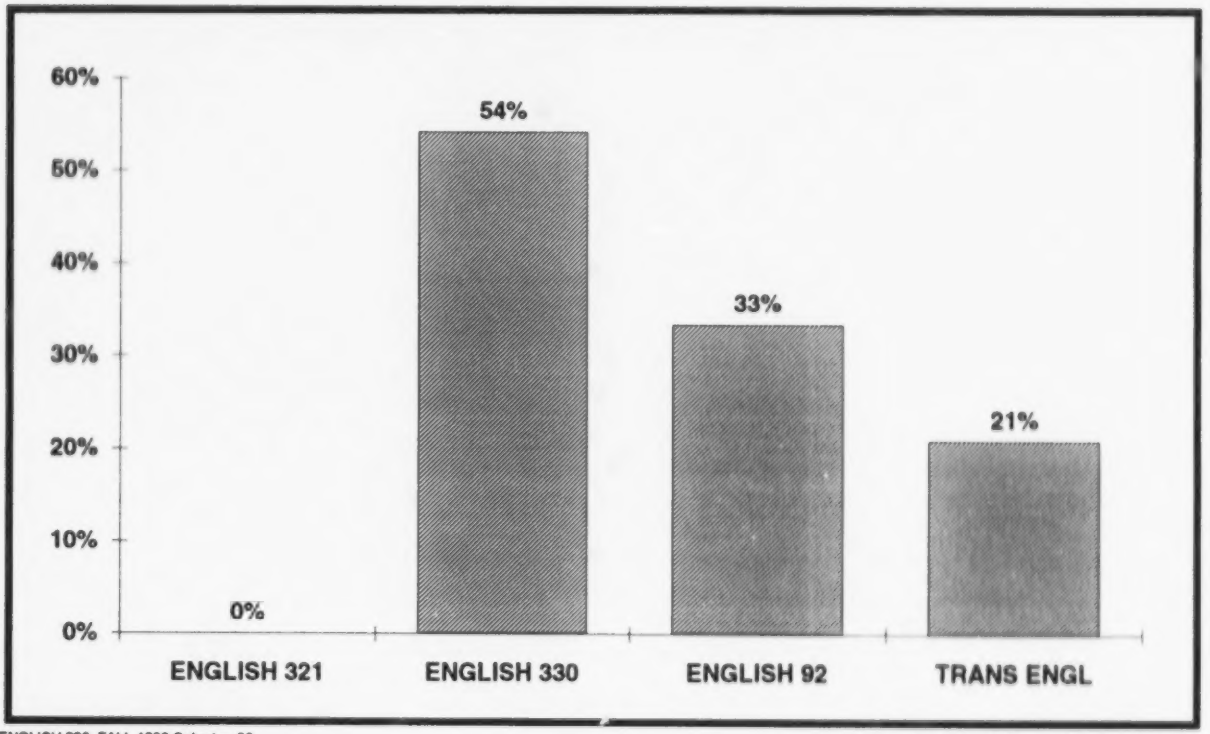
Answer: **21%** of the original FALL 1988 group persisted through English 1A within four academic years.

Question: **What are the cumulative ENGLISH 330 and higher level ENGLISH competency rates over four academic years of new college students who started in ENGLISH 330 at SJCC in FALL 1988?**

Cumulative Percentage by Semester

	FALL 1988	F88	S89	Su89	F89	S90	Su90	F90	S91	Su91	F91	S92
	Cohort	%	%	%	%	%	%	%	%	%	%	%
ENGLISH 321		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ENGLISH 330	96	49%	51%	51%	52%	53%	53%	53%	53%	53%	53%	54%
ENGLISH 92		0%	20%	22%	27%	29%	29%	31%	31%	31%	31%	33%
TRANS ENGL		0%	1%	2%	15%	18%	18%	18%	19%	19%	20%	21%

CUMULATIVE COMPETENCY RATES FOR ENGLISH 330 AND HIGHER ENGL AFTER FOUR ACADEMIC YEARS (Spring 1992)



ENGLISH 330, FALL 1988 Cohort = 96

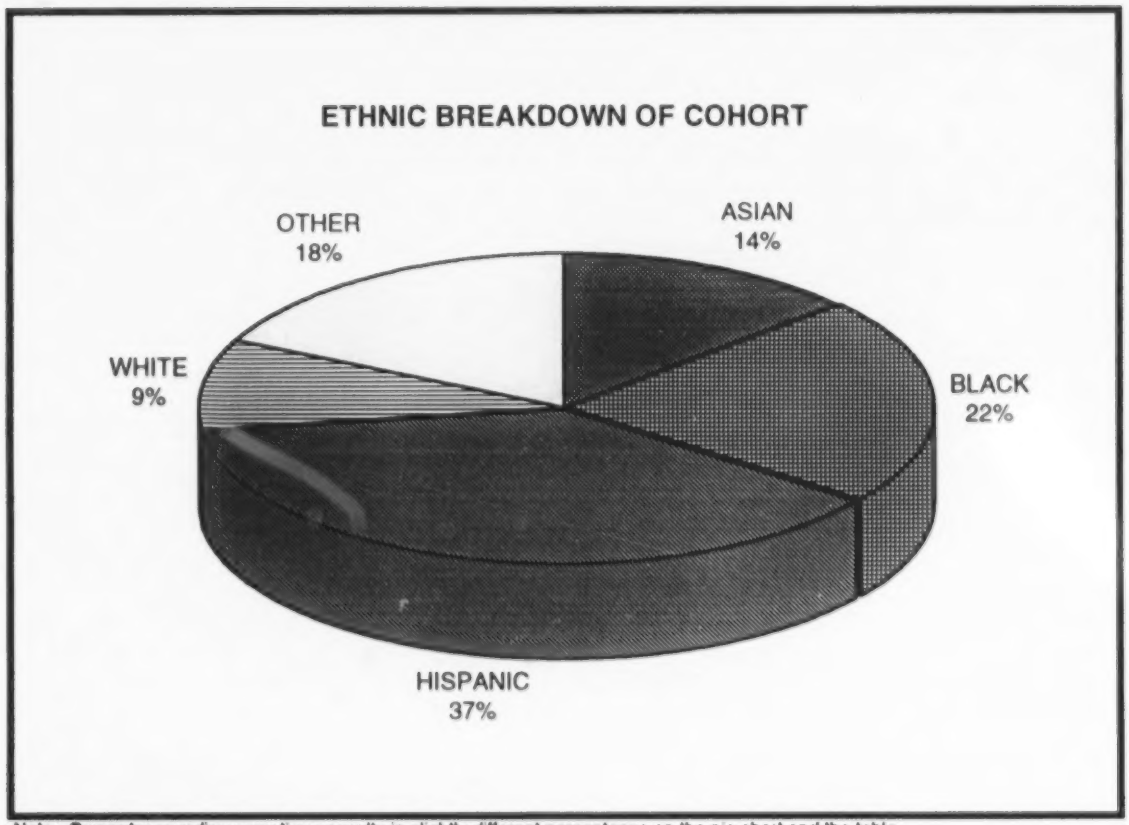
Low numbers necessitate caution in interpreting data.

Answer: After four academic years, the cumulative competency rates for new college students who began in FALL 1988 in ENGLISH 330 were as follows:

ENGLISH 321	0%
ENGLISH 330	54%
ENGLISH 92	33%
TRANSFER LEVEL ENGLISH (1A)	21%

QUESTION: **What was the benchmark ethnic breakdown of new college students who started in ENGLISH 330 at SJCC in FALL 1988?**

FALL 1988 COHORT		
GROUP	#	%
ASIAN	13	14%
BLACK	21	22%
HISPANIC	36	38%
WHITE	9	9%
OTHER	17	18%
TOTAL	96	100%



Note: Computer rounding sometimes results in slightly different percentages on the pie chart and the table.

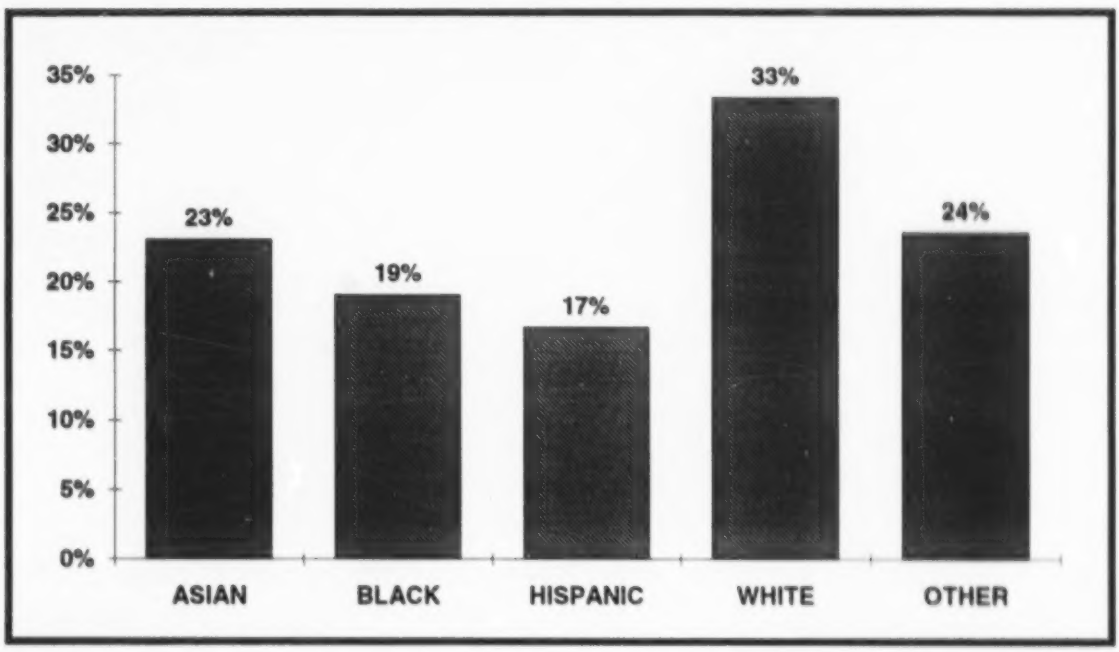
ANSWER: Proportionately largest student group(s): HISPANIC at 38%

Proportionately smallest student group(s): WHITE at 9%

Question: **What number and percentage of new college students, by ethnicity, who started in ENGLISH 330 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers
ASIAN	13	3	23%
BLACK	21	4	19%
HISPANIC	36	6	17%
WHITE	9	3	33%
OTHER	17	4	24%
TOTAL	96	20	21%



Low numbers necessitate caution in interpreting data

Answer:

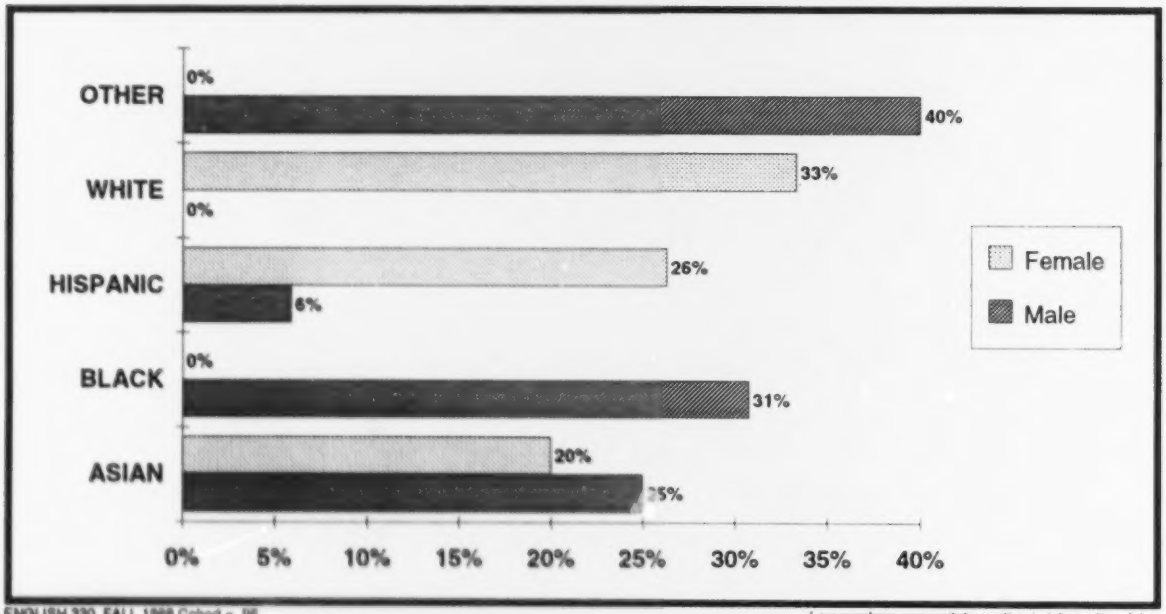
Group(s) with HIGHEST persistence rate: WHITE at 33%

Group(s) with LOWEST persistence rate: HISPANIC at 17%

Question: **What number and percentage of new college students, by ethnicity and gender, who started in ENGLISH 330 at SJCC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS FROM ENGLISH 330 THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY AND GENDER
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers	Fall 1988 Cohort	S92 # Pers	S92 % Pers
	Male	Male	Male	Female	Female	Female
ASIAN	8	2	25%	5	1	20%
BLACK	13	4	31%	8	0	0%
HISPANIC	17	1	6%	19	5	26%
WHITE	0	0	0%	9	3	33%
OTHER	10	4	40%	7	0	0%
TOTAL	48	11	23%	48	9	19%



ENGLISH 330, FALL 1988 Cohort = 96

Low numbers necessitate caution in interpreting data.

Answer:

HIGHEST RANKING GROUPS:

MALE
OTHER at 40%

FEMALE
WHITE at 33%

LOWEST RANKING GROUPS:

MALE
WHITE at 0%

FEMALE
BLACK at 0%
OTHER at 0%

San Jose/Evergreen Community College District Longitudinal Tracking System

SAN JOSE CITY COLLEGE

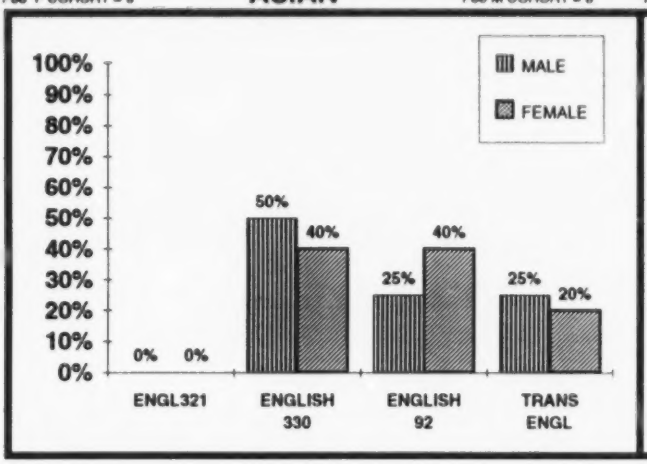
PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 330 FALL 1988

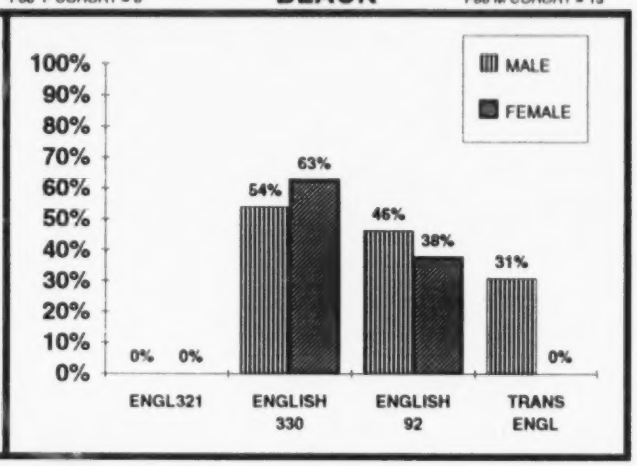
CUMULATIVE 4TH SEMESTER DATA (Spring 1992)

BY BENCHMARK ETHNICTY AND GENDER

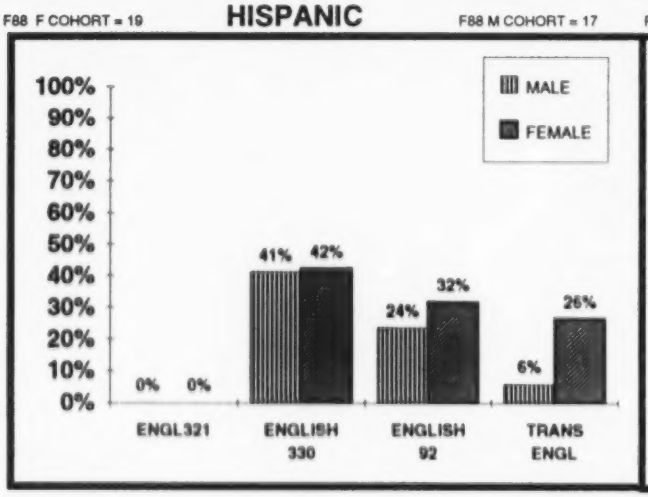
F88 F COHORT = 5 **ASIAN** F88 M COHORT = 8



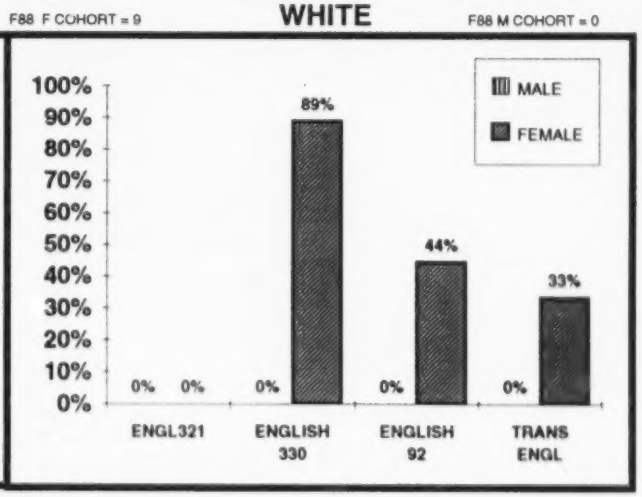
F88 F COHORT = 8 **BLACK** F88 M COHORT = 13



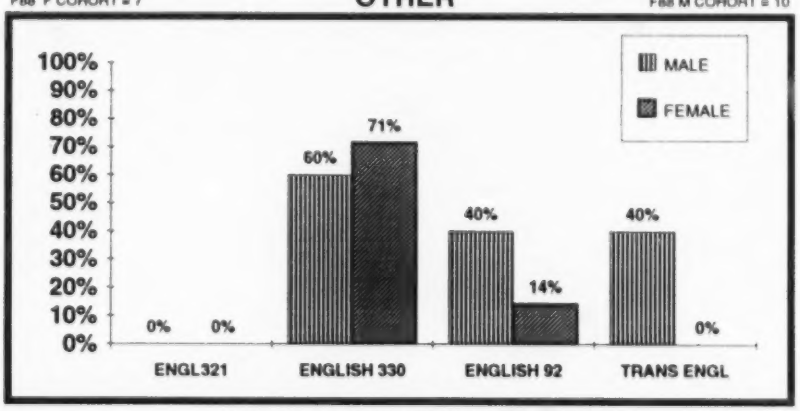
F88 F COHORT = 19 **HISPANIC** F88 M COHORT = 17



F88 F COHORT = 9 **WHITE** F88 M COHORT = 0



F88 F COHORT = 7 **OTHER** F88 M COHORT = 10



Low numbers necessitate caution in interpreting data.

SAN JOSE CITY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 330 FALL 1988

from
ENGLISH 330
through
TRANSFER LEVEL ENGLISH (1A)

SORTED FROM HIGH TO LOW

CUMULATIVE NUMBER AND PERCENT*, 4TH SEMESTER DATA

BY ETHNICITY AND GENDER

ENGLISH 330, FALL 1988 Cohort = 96

Low numbers necessitate caution in interpreting data.

FALL 1988 - SPRING 1992					SORTED HIGH TO LOW			
ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %		ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %
IND M	2	1	50%		IND M	2	1	50%
IND F	2	0	0%		ASN F	2	1	50%
FIL M	1	0	0%		OTH M	8	3	38%
FIL F	1	0	0%		WHT F	9	3	33%
BLK M	13	4	31%		PAC M	3	1	33%
BLK F	8	0	0%		BLK M	13	4	31%
MID M	0	0	0%		HSP F	19	5	26%
MID F	0	0	0%		ASN M	4	1	25%
PAC M	3	1	33%		UNK M	7	1	14%
PAC F	2	0	0%		HSP M	17	1	6%
ASN M	4	1	25%		BLK F	8	0	0%
ASN F	2	1	50%		OTH F	5	0	0%
HSP M	17	1	6%		IND F	2	0	0%
HSP F	19	5	26%		PAC F	2	0	0%
WHT M	0	0	0%		UNK F	2	0	0%
WHT F	9	3	33%		FIL M	1	0	0%
OTH M	8	3	38%		FIL F	1	0	0%
OTH F	5	0	0%		MID M	0	0	0%
DCL M	0	0	0%		MID F	0	0	0%
DCL F	0	0	0%		WHT M	0	0	0%
UNK M	7	1	14%		DCL M	0	0	0%
UNK F	2	0	0%		DCL F	0	0	0%

*Percentages in this table differ from other tables in this report because this table includes Unknown and Decline to State categories.